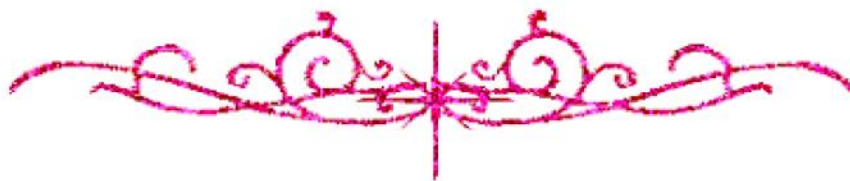


بسم الله الرحمن الرحيم





شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

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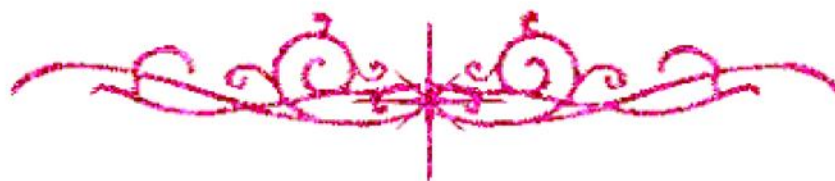


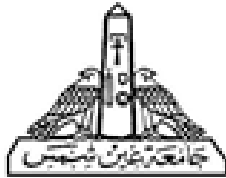
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بالرسالة صفحات
لم ترد بالأصل





Ain Shams University
Faculty of Education
Department of Curriculum and Instruction

Developing University English Instructors' Teaching Performance through Using the Inquiry Approach

A thesis submitted in partial fulfillment of the requirements for
the master's degree in education
Curriculum and Instruction (TEFL)

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ABSTRACT

This study aimed to develop Al-Azhar University English language instructors to investigate how a proposed program based on the inquiry approach affected their inquiry-based teaching performance. The study utilized a list of the inquiry-based teaching performance skills, based on which an observation checklist was developed to assess participants' inquiry-based teaching performance. Furthermore, the results of the quantitative analysis of the observation processes were obtained from semi-structured interviews. 16 university English language instructors at the Faculty of Education in Al-Azhar university participated in the study and were trained on the inquiry approach with its five Es model. The results of the study showed the positive effects of using the 5E model on the participants' inquiry-based teaching performance in terms of questioning, presentation, engagement, and assessment. The use of the inquiry approach improved the university English instructors' inquiry-based teaching performance as demonstrated by the qualitative analysis of the interviews and results of the observation checklist.

Keywords: University Staff, Teaching Assistants, Inquiry-based teaching performance, Inquiry-based Approach, 5E Model

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CHAPTER ONE

BACKGROUND OF THE STUDY